

FINE ARTS ENDORSEMENTS

Name _____ District _____ School _____ SAEP Acceptance Letter Date _____

E-mail _____ Phones: (w) _____ (h) _____ (c) _____

SS#/CACTUS # _____ Major: _____ Minor: _____

You must have a current license with an Elementary or Secondary area of concentration.

For Endorsement (must complete all requirements) OR

For State Approved Endorsement Plan (2 Year) (must have current license, be currently teaching in the endorsement area and have 9 semester credits toward endorsement).

Date Received: _____ Date Reviewed: _____

- Types and Levels of Endorsement**

Choose One Type:

Dance: _____ Music: _____ Theatre: _____ Stagecraft: _____ Visual Arts: _____ Photography: _____

Choose One Level:

Elementary I _____ Elementary II _____ (K-6 Specialist) Secondary _____ (6-12 Specialist)

Elementary Endorsement Levels

Level I. For educators who desire to develop expertise in teaching what is required in the Art, Music, Dance, or Drama Core Curriculum for K-6 students. Teachers must fulfill pre-requisites and obtain approval of principal and district to get accepted into the program.

Level II. For educators who desire to be hired as a Specialist in Art, Music, Dance, or Drama for K-6 students.

Secondary Endorsement Levels

For licensed educators who desire to be hired as a specialist in Art, Music, Dance, or Theatre for 6th through 12th grade students. Applicant may have an elementary license if serving only through the 8th grade, but must have a secondary license to serve 9th through 12th graders.

- Send the highlighted transcript with completed endorsement portfolio with a fee as follows:**

Processing fees:

Endorsement submitted by individual -
\$35. Send to:

Utah State Office of Education
Attn: Sheri Lowry
Educator Licensing
250 East 500 South
P O Box 144200
Salt Lake City, UT 84114-4200

State Approved Endorsement Program
(SAEP) (paid by district or charter school) -
\$30 Send to:

Utah State Office of Education
Attn: Stephanie Ferris
Educator Licensing
250 East 500 South
P O Box 144200
Salt Lake City, UT 84114-4200

7/1/2005

For more information contact:

Carol Ann Goodson, Fine Arts Specialist, (801) 538-7793, CarolAnn.Goodson@schools.utah.gov

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USOE USE ONLY

Applicant has successfully completed all requirements.

Authorized Signature

Position

Date

Annual progress reports: _____

Portfolio Instructions

Overview.

The portfolio application is designed to be a vehicle for your development as a professional arts educator and it will be added to as you continue through the endorsement process. Successful completion of the portfolio SAEP is your exit from the endorsement program.

Portfolio Preparation and Submission.

Complete the evidence column of the Endorsement Checklist form. In a separate narrative and following the sequence of that form, state your rationale for using the evidence you cite in the form and place in the portfolio. Highlight the entries to which you refer on the official transcripts. Choose an established specialist or qualified artist to write any letters of evaluation concerning art form competencies. These letters must be dated. Cite evaluator's qualifications, and date the work you completed under his or her supervision. Demonstrated competency evaluations must be performed by USOE-approved university professors. Contact State Fine Arts Specialist, Carol Ann Goodson (cgoodson@usoe.k12.ut.us) with questions you may have in the preparation of your portfolio. Submit your completed portfolio and processing fee to: Sheri Lowry, USOE Licensure; 250 E. 500 South; P.O. Box 144200; SLC, UT 84114-4200.

What Happens to the Submitted Portfolio?

Portfolios are received by the licensure office and then evaluated by USOE Arts Endorsement Consultants. Consultant recommendations include: (a) full endorsement, (b) citation of deficiencies and the development of an SAEP with temporary authorization to teach, and (c) identification of work needed before applying for an endorsement. Sufficient technical skill in any art form is generally a prerequisite to being in an arts endorsement program, because such skill demands many years of development. No plan is approved that will require more than three years to complete. Acceptable progress within the plan must be reported in writing each year in order to remain in the endorsement program and to receive continued authorization to teach.

Level II Music Endorsement Checklist for Portfolio (Elementary Music Specialist)

I. MUSIC CONTENT

A. Music History and General Studio Work

Required for all teachers seeking an Elementary Music Specialist Endorsement. Abilities in each of these areas represent skills that have been practiced over several years. The courses listed indicate the minimum level of proficiency required of an applicant.

<i>Approx. Credit</i>	<i>Requirements</i>	<i>Evidence or Proposed Plan</i>	<i>Date Evidence Accepted</i>
3 sem. hrs.	Music theory, Ear training, and Sight-reading.		
3 sem. hrs.	Improvisation, Composition, Arranging		
3 sem. hrs.	Conducting. This course would include score literacy and ability to conduct young children effectively.		
2 yrs. min.	Ensemble Experience. Successful membership and participation in an instrumental or vocal performing organization at a university or approved institution.		
6 sem. hrs.	Music History and Literature. Knowledge and in-depth understanding of Music History including Western and Non-Western in the classical and folk traditions, and a comprehensive knowledge and understanding of the principles, elements, and concepts intrinsic to music (rhythm, melody, harmony, texture, form, and style). Knowledge and familiarity with a wide variety of music literature and ability to select appropriately for use in instruction.		
2 yrs. min.	Private Studio. Private performance study (vocal, band, or orchestral instrument) Ability to effectively model exemplary performance (technique, sound, expression, interpretation, etc.) on chosen instrument. Knowledge of the mechanics of sound production and maintenance of the instrument.		
3 sem. hrs.	Instrumental Practicum. Proficiency on all elementary classroom instruments, including the piano. Ability to support choral and instrumental ensemble (warm-ups, part playing, accompaniments). Ability to improvise, model technique, sound, expression, interpretation, etc.		
3 sem. hrs.	Vocal Practicum. Understanding of the child's voice and strategies and techniques for guiding a healthy development of the ability to match pitch, and produce a good tone. Knowledge of the fundamental techniques of vocal production and care of the voice. Ability to improvise, model technique, sound, expression, interpretation, etc.).		

II. PEDAGOGY

Required of all teachers seeking an Elementary Music Specialist Endorsement

<i>Approx. Credit</i>	<i>Requirements</i>	<i>Evidence or Proposed Plan</i>	<i>Date Evidence Accepted</i>
3 sem. hrs.	Knowledge of Students. (Coursework Recommended) <ol style="list-style-type: none"> 1. A practical understanding of the emotional, intellectual, social, aesthetic, and physical characteristics of the secondary student. 2. A comprehension of how music experiences develop Life Skills. 3. A knowledge of students' skills, knowledge, interests, cultural heritage, and varied approaches to learning. 		

3 ** sem. hrs.	Instructional Design. Planning and Preparation (Coursework Recommended) <ol style="list-style-type: none"> 1. Setting instructional goals. 2. Demonstrating knowledge of resources for teachers and for students. 3. Designing coherent instruction: learning activities that encourage students to practice and develop Life Skills and music skills and understanding; selection of instructional materials and resources, including music literature; instructional groups; lesson and unit structure. 4. Assessing student learning: congruent with instructional goals; criteria and standards; student reflection and self-assessment of their own work embedded in learning processes; used for planning. 		
3 sem. hrs.	Classroom Environment. (Coursework Recommended; Observation Evaluations Required) <ol style="list-style-type: none"> 1. Establishing a positive, motivating, and nurturing rapport with students. 2. Creating a culture for learning: expectations for learning and achievement, importance of the content and student pride in work. 3. Managing classroom procedures: management of instruction groups, transitions, materials and supplies; performance of non-instructional duties, supervision of volunteers and paraprofessionals. 4. Managing student behavior. 5. Organizing physical space. 		
3 sem. hrs.	Instructioning. (Coursework Recommended; Observation Evaluations Required) <ol style="list-style-type: none"> 1. Communicating clearly and accurately: directions, procedures; oral and written language. 2. Using questioning and discussion techniques: quality of questions, discussion techniques, and student participation. 3. Engaging students in learning: representation of Core content, activities and assignments, grouping of students, instructional materials and resources, structure and pacing. 4. Providing feedback to students that has quality and is accurate, constructive, specific, and timely in informal classroom settings and in formal adjudication of individual and group performances. 5. Demonstrating flexibility and responsiveness: lesson adjustment, response to students, persistence. 6. Producing quality student music performances. 		
	Professional Responsibilities. <ol style="list-style-type: none"> 1. Reflecting on teaching through looking at student work, action research, etc. 2. Maintaining accurate records: student completion of assignments, student progress in learning, and other. 3. Communicating with families: information about instructional program, individual students, and engagement of families in instructional program. 4. Contributing to the school and district in relationship with colleagues, service to school, participation in school and district projects. 5. Growing and developing professionally in content knowledge, pedagogical skill, and service to the profession. 6. Showing professionalism through service to students, advocacy, and decision making. 		

RESTRICTED ENDORSEMENT

Only for applicants working in a declared necessarily existent small school.

Individuals assigned to teach three or more subjects in small schools identified as rural, alternative high schools, etc., may qualify for an endorsement with a minimum of nine semester hours of college or approved inservice course work in:

3 sem. hrs.	Music elements, history, theory. See the standard endorsement information for a means of identifying the areas most needed.		
3 sem. hrs.	Methods. See the standard endorsement information for a means of identifying the areas most needed.		

3 sem. hrs.	Studio. Private study and public performance. See the standard endorsement information for a means of identifying the areas most needed.		
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No Child Left Behind Designations For Teachers

Highly Qualified (HQ) Not Highly Qualified (NHQ)

1. Designation is based upon degree Teaching In Field Or Outside of Field	2. Appropriate Endorsement Completed	3. Currently on SAEP
In Field	HQ	NHQ
Outside Field	NHQ	NHQ
Outside Field with Major Equivalency (30 Approved Semester Hours) OR Endorsement plus 200 HOUSSE Points	HQ	NHQ

- A teacher is teaching “In Field” when he or she has a major in Dance.
- A teacher is deemed to have “Major Equivalency” when he or she has 30 semester hours of approved course work that meets current USOE endorsement guidelines.
- A teacher is deemed to be HQ upon verification of appropriate endorsement plus 200 HOUSSE points specific to the endorsement subject.

Subject	Recommended Endorsement	Required Endorsement
Dance, Music, Theatre, Visual Art		
K-6	Level I or Level II	None
6-8 (MS)	Level IV	Level III
6-12 (Jr-Sr HS) 7-9 (JHS) 9-12 or 10-12 (HS)	Level IV	Level IV

Old endorsement equivalents:

- Level I = Dance, Music, Theatre, Visual Art (K-6)
- Level II = Dance, Music, Theatre, Visual Art (K-6) (Have a degree)
- Level III = Dance, Music, Theatre, Visual Art (5-9)
- Level IV = Dance, Music, Theatre, Visual Art (K-12 or 6-12)